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ABSTRACT

This document describes programs that provide support for at-risk students in the various schools of the Charleston (South Carolina) school district. The 12 elementary schools implement a variety of approaches in their programs, from teachers providing mutual support to programs targeting specific curriculum areas, such as reading programs or programs focusing on mathematics. A number of the schools have programs designed to increase parent involvement in the school or in the child's school work. Some of the programs are implementations of widely used models like Reading Recovery, and others have been developed for the individual school community. The five middle schools implement academic programs and programs designed to teach life skills or help with interpersonal relationships. Mentoring programs and conflict resolution initiatives are found in several of the middle schools. The five high schools have a variety of academic assistance, basic skills, peer mediation, and attitude change programs. The district has four alternative schools targeting at-risk students through a variety of approaches. In addition, there are many districtwide programs, grouped into the areas of: (1) curriculum and instruction; (2) pupil personnel services; (3) specially funded programs; and (4) the safe and orderly schools office initiatives. (SLD)

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ED 422 449

SUPPORT PROGRAMS FOR AT-RISK YOUTH

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CHARLESTON COUNTY SCHOOL DISTRICT, MAY, 1998

Chip Zullinger, Superintendent of Schools
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SUPPORT PROGRAMS FOR AT-RISK YOUTH

TABLE OF CONTENTS

	Page
School Based Programs	
Elementary Schools	1
Middle Schools	9
High Schools	14
Alternatives Schools	19
Districtwide Programs	23

SUPPORT PROGRAMS FOR AT-RISK STUDENTS

ELEMENTARY SCHOOLS

ANGEL OAK ELEMENTARY

TAT - Teachers Assisting Teachers
If a teacher has a behavior problem, she talks with other teachers to get ideas on how to handle the problem. This is usually the step before referring the student to Special Education.

BELLE HALL ELEMENTARY SCHOOL

Early Success
This program provides teachers with books and teaching strategies that give at-risk readers early intervention support and practice, and ensures success by focusing on phonics, decoding, spelling and comprehension strategies. Early Success is intended for use by a teacher with a small group of children. Progress is recorded and students begin to find success immediately.

Belle Hall After-School Reading Club
Every faculty member volunteers their time to tutor at an after-school reading program. The program offers tutoring help for students in grades 1-5 who are having trouble reading. Approximately 60 students are tutored two days a week after school. Funds from two grants and the School Governance Council are used to provide materials and books.

SGC Reading Teacher
The School Governance Council supported hiring a teacher to act as a reading tutor for at-risk third grade students. The teacher works closely with other teachers to assess the student's reading level and recommends strategies and skills for improvement.

AmeriCorp
This year a plan was written to address the at-risk readers in fourth grade. The AmeriCorp volunteers were trained by the teachers in the SRA Program. The program is a teacher-directed reading model emphasizing visual, auditory and kinesthetic approaches to learning.

Community Readers
PTA volunteers work in the classrooms and pod areas to offer extension pull-outs for small groups, while the teacher remains in the room with a smaller at-risk group to address special needs. "Rotary

Readers" from the Rotary Club read to and with first graders on a weekly basis. Employees of Maersk, a business partner, come to the school on a weekly basis during their lunch hour to provide mentorship and tutoring. The Mt. Pleasant "Adopt-A-Fire Truck" program provides firemen weekly who serve as mentors and tutors to at-risk readers.

BURNS ELEMENTARY SCHOOL

At-Risk Class for 4th and 5th Graders
Burns has a combination class for fourth and fifth grade at-risk students with chronic behavior problems, low self esteem, low academics, repeated school failures, etc., A team, with guidance and resource input, selects the students for the program. Funds are requested for a teacher and teacher assistant to plan the program, do home visits and for orientation with the students.

Components include:

- Parent consent for class (no label)
- Parent home visits
- Parent involvement in panel discussions
- Daily home communication
- Stress behavior management, self-monitoring skills, social skills, conflict resolution, mediation, responsibility, accountability, pride
- Basic skills - problem solving
- Cooperative learning
- Service learning
- Mentorship - School-to-Work, including site visitation/shadowing, operation of a business
- Heavy guidance component
- Refocus into positive leadership role
- Support from school psychologist
- Discipline handled by teacher/parent prior to office, unless automatic referral (based on severity)
- Class size established
- Other classes cannot send their students to time-out - opportunity to graduate
- Teacher serves to provide transition into middle school and/or regular 5th grade if student does not need class after 4th grade
- Class could serve as overage 4th grade class and students could be recommended for middle school based on student performance

Individual Acceleration Plans
For four years individuals acceleration plans have been written for students who are repeating a grade or have one or two years of negative NCE gains on standardized testing. Specific areas of weakness are identified and intervention strategies are specifically written with days/times designated. These are used by the administration and teachers to monitor the provision of services and serve as an accountability measure.

Friendly Helpers
This program is under the direction of the guidance counselor and is based on "My Friends and Me," a nationally recognized approach to helping children develop cooperation and responsibility. Five students are selected from each fourth and fifth grade classroom. The focus is to develop leadership and service learning in these students. They lead small group discussions with kindergarten and first grade students every other week for twenty-five minutes and the lesson centers around a story with emphasis on caring, respect and responsibility.

Reading/Study Buddies
This program is directed by guidance and carried out by classroom teachers in the second and fifth grades. Each fifth grade class is paired with a second grade class; individual fifth grade students are then paired with individual second grade students. These pairs remain intact throughout the program and meet one time per week for twenty minutes. The emphasis is on improving reading skills, service learning through tutoring, and building a sense of community among the students, which has been evidenced by the caring attitude displayed by the voluntary giving of cards and gifts for special occasions.

D.A.D.S. (Dedicated and Diligent Service)
D.A.D.S. is a partnership between the MUSC Department of Psychiatry and Behavioral Sciences, Trident Urban League and Burns Elementary School The Project addresses the disproportionate rate of African-American male failure in the public school system and brings African-American men into the classroom as volunteers involved in daily school activities. D.A.D.S. focus on boys in the third grade.

M.B.C. (Making Better Choices)
This is a support group for students on Superintendent probation who meet once a week with the Principal or Assistant Principal to discuss successes and concerns. Students are taught skills in problem solving, team building, and anger control with the emphasis on self discipline. The goal is to keep students in school.

HUNLEY PARK ELEMENTARY

Saturday School
School in lieu of suspension

Full Day Kindergarten

Half Day Child Development
For at-risk 4 year olds.

Collaborative Teaching
One extra teacher helps in the classroom.

Inclusion of At-Risk EH and LD students
LD and EH at-risk students go into regular classrooms for academics.

JAMES SIMONS ELEMENTARY SCHOOL

Schoolwide Title I Project
The Title I Schoolwide Project supports the reading, math, science and technology initiative for students in kindergarten through fifth grade.

Reading Recovery
This is a first grade reading instructional program designed to reduce students' reading failure. James Simons Elementary has two experienced Reading Recovery teachers.

After-School Programs
The After-School Tutorial Program is designed to address the needs of the lowest achieving students in reading and math (grades one through five). Regular classroom teachers provide the instruction for forty-five minutes, two days a week, over a five month period.

The Homework Center
This is an after-school tutorial program funded in part by SCANA to provide homework assistance to students for one and one-half hours, Monday through Thursday.

Jaguar Girls and Gents
Jaguar Girls and Gents is an in-school mentoring program designed to indirectly work on the motivation levels for over one hundred boys and girls, grades one through five. Students receive academic assistance with projects, reading and math assignments from faculty and staff members on an as needed basis.

Summer Enhancement
This is a program designed to provide assistance in the areas of math,

reading and science for students in Kindergarten through third grade. Students participate in a variety of hands-on activities, CAI and field trips for five to six weeks under the instructional leadership of certified employee, teacher assistants, and community members who volunteer their service.

Lunch Buddies
The Lunch Buddies Program pairs specific fourth grade students and their classmates with the City of Charleston employees. These employees spend approximately one hour on two Wednesdays each month to build students' communication skills and broaden their life experiences.

Computer Curriculum Corporation
This Lab is an instruction opportunity provided for students in grades two through five. Students spend fifteen minutes on math instruction and fifteen minutes on reading instruction.

Emergent Literacy Programs
Emergent Literacy strategies designed to strengthen the reading abilities of students are provided by teachers in kindergarten through second grade. These strategies are used in conjunction with the Reading Recovery strategies.

MT. PLEASANT ACADEMY

Reading Mastery
Kindergarten and Special Education teacher assistants work with small groups of at-risk readers using SRA Reading Mastery. Each assistant is assigned a 40-minute Reading Mastery period.

Homework Club
Teachers and teacher assistants give assistance with homework and study skills 45 minutes after school twice a week. Two teachers are paid a stipend from grants and innovation money.

Resource Class
The resource class serves at-risk (non-special education) students when there is space available.

MURRAY-LASAINE ELEMENTARY SCHOOL

Rotary Club of St. Andrew's Reading Friends
Members of the Rotary Club come into the school on a regular basis and establish one-on-one positive relationships with students. They listen to children, encourage them, and read with them. Each year the club donates money to the school library to purchase books.

Tutorial Program
Each grade level (1-5) has set aside time before and/or after school to tutor students who are in need of assistance in reading and mathematics. The sessions are open to all whose parents can provide transportation. Parental support is essential to its success.

PALS (Parents Addressing Learning Skills)
This is a six weeks program to get parents and children, ages 4-5, ready for first grade. The program includes story-telling, snacks, door prizes, etc. Early childhood teachers supervise the program. PTA helps to fund it.

The Buddies Program
This program evolves out of PALS. Students in grades 1-3 and their parents attend sessions on a monthly basis to improve their skills in language arts, math, science and computer technology.

Summer Media Center Hours
The school's media center is open twice a week during the summer months to encourage all students, especially those who live in the nearby low income complex, to read over the summer months.

Summer Math Skills Sharpener Program
This program is used in over 1,000 public school systems and 800 parochial schools in all 50 states. For $14, a parent can reinforce basic math skills that have been taught during the preceding year. The program contains a series of word problems and other math skills at the K-8 grade levels. There are answer sheets for immediate feedback. This is a way for parents to stay actively involved with their children's education all year long.

ORANGE GROVE ELEMENTARY SCHOOL

At-risk students are given extra academic assistance by several academic teacher assistants. Sometimes the assistants work with the children in the regular classroom; other times, they pull the children out of the classroom for lessons. Reinforcement of math and reading skills is emphasized. In addition, after-school tutoring sessions are offered every afternoon from 2:45-3:45. This summer, three classes of summer enrichment will be held for two weeks for at-risk children.

PEPPERHILL ELEMENTARY

Pepperhill Dads (Project Ph.D.)
The Pepperhill Dads (Project Ph.D.) is in its fifth year. Our purpose is to improve home-school relations and to increase the contact of students with appropriate male role models.

ST. ANDREW'S ELEMENTARY

Pebble Kids Club
The Pebble Kids Club meets the needs of 20 of our high-risk students with serious discipline problems. By identifying these students and giving them the opportunity to have a year-long group experience, we can encourage personal growth and foster positive self-concepts in these children. While in the group, these students can learn to identify their feelings, make better decisions about their behavior, and learn conflict resolution skills as well.

The 20 students are grouped into dyads and meet approximately twice a month throughout the school year. Activities during group time consist of participating in service projects around the school, tutoring, reading to younger students, making banners for Red Ribbon Week, or designing posters for Manners Month at St. Andrews. Also, the students are given an opportunity to enjoy recreational activities such as basketball, board games and arts and crafts during group time.

The goal of the Pebble Kids Club is to allow these students to see themselves as positive, capable contributors to our school climate, to their peers, and to recognize their own self-worth.

ST. JAMES-SANTEE ELEMENTARY SCHOOL

Accelerated Schools Project
St. James-Santee Elementary, an Accelerated School, seeks to function with a sense of unity and purpose among all individuals holding a stake in the education process at the school, be it students, parents, staff members, or people residing within the school's community. Everyone believes they have the power to do what is best to educate the children by building upon the strengths which they already possess, and by working to accelerate rather than remediate their rate of learning.

Child Development
St. James-Santee currently has three full day Child Development programs, as well as one ECDP full day program. Plans to extend

meeting the needs of other early childhood aged children, including housing a child care center on the school's site for children ages 0 - 3 years are currently underway.

Elementary After School Program
St. James-Santee operates a grant funded program designed for students of working parents. Here, the students have the opportunity to complete all homework as assigned by their classroom

teachers, as well as become involved in a variety of activities including Arts and Crafts, and Sports Programs such as Baseball, Basketball, Football, Gymnastics, Soccer, and Tennis. Children also have an opportunity to attend either Boy Scouts or Girl Scouts. Spanish classes are offered to these students as well.

Four Block Instruction
A balanced program in Language arts is used to instruct students at St. James-Santee. Children learn in a highly structured environment whereby the basic program components being used are taught regularly and in a consistent manner in order to produce good communicators, especially good readers.

Inclusion
St. James-Santee implements this model of instruction to assist both teachers and the students in the regular classroom. Exceptional students have the advantage of getting assistance with their needs as they are able to make progress while learning with their peers. Those other students in the classroom who have not been identified as being exceptional also benefit from the special assistance present within their learning environment.

Lead Teacher
St. James-Santee employs a full time lead teacher who works to assist both the administrator and the teachers within the building. The lead teacher addresses curricular issues as well as the instructional strategies being implemented. Too, this individual addresses staff development needs.

Preschool Club
St. James-Santee utilizes this program which has been designed to share knowledge and materials with parents of young children. Parents are able to come into the school and be taught about strategies to be used at home which will encourage learning. Teaching games, developmentally appropriate toys and other materials are available for check-out by parents.

Project R. E. A. C. H. (Respecting Ethnic and Cultural Heritage)
St. James-Santee Elementary's staff members have been trained in and thus implement the basic components of this program which serves to address multicultural diversity. This program lends itself to promoting a greater degree of respect among staff and students as they recognize and appreciate individual differences.

WHITESIDES ELEMENTARY

Fuss Busters
The Fuss Busters program at Whitesides Elementary started in

September 1995. This program was designed so that students resolve conflicts themselves with the help of peer mediators. Twenty-two fifth graders were chosen to be peer mediators after a selection process. A printed guide of goals and objectives was given to the Fuss Busters.

The cost involved in setting up this program was minimal. It was essential to explain the program to the faculty and parents.

MIDDLE SCHOOLS

BRENTWOOD MIDDLE SCHOOL

High School 8 Program
In addition to regular courses offered to students, courses for high school credit taught by highly qualified teachers, certified and trained are offered to overage students. Students who have reached 7th and 8th grades may earn up to four high school credits.

Alternative School
During the 1998-99 school year, Brentwood will house an alternative program on the campus. Students who have been unsuccessful in the regular program and suspended students will attend the afternoon session. Also, an alliance has been formed with Education Redirection to give assistance and alternative placement instead of expulsion from school. Students will follow the regular curriculum, keep pace with their peers through individualization and small group instruction, and move back into the regular programs as soon as behavior improves.

SKIPP (Students Keeping in Pace with Their Peers)
Students who are two or more years behind in their middle school program will get intensive accelerated instruction through Saturday School and the summer months. Students must have teacher recommendation, parent support, successful completion of the 6th grade, and meet attendance, discipline and service components.

Schoolwide Literacy Program
Students read at least 30 minutes a day in their assigned Literacy class to improve reading achievement. Students are expected to read 10 books per school year, and activities are provided to strengthen reading skills.

CHARLESTON COUNTY SCHOOL OF THE ARTS

Peace Posse
The "Peace Posse" consists of approximately sixteen sixth and

seventh grade students who serve as peer mediators at the School of the Arts. The 1995-96 school year was the first year that the school was in operation, and the first year of the "Peace Posse." The guidance counselor trains the entire student body in problem-solving skills, active listening, and conflict resolution as part of an ongoing classroom guidance curriculum. The "Peace Posse" members are then selected by teachers and counselors on the basis of a completed application, parent permission, and job qualifications. The "Peace Posse" members will receive additional training in mediation skills through weekly meetings with the counselor to reinforce techniques and review cases. Students, teachers, parents and administrators may refer students for peer mediation.

The goals and objectives of the "Peace Posse" are:

- to reduce discipline referrals through conflict resolution, therefore increasing time spent on academic and art education.
- to introduce and reinforce all students for utilizing conflict resolution.
- establish a sense of school community that works together to solve problems to make school a peaceful and safe learning environment.
- establish conflict resolution as a life skill crucial to success and happiness in both work and home environments.

The "Peace Posse" is funded through CCSD Drug Free Schools grant money.

- 250.00 - instructional materials for classroom guidance
  125.00 - mediation center set up costs, paperwork
  125.00 - training material, transportation, field trip and rewards

The effectiveness of the "Peace Posse" is reflected in the frequency and nature of the mediations. Periodically, the counselor and "Peace Posse" members will complete evaluation forms and critique each other to maintain quality control. In weekly meetings we role play mediations and critique facilitation skills.

DRAYTON HALL MIDDLE

Student Assistance Program
The Student Assistance Program at Drayton Hall Middle School was implemented in the 1995-96 school year. The goal of this program is

to help students develop healthy coping skills, make positive life-style choices, and avoid substance abuse problems. By identifying potential student problems as early as possible, the S. A. P. team attempts to prevent minor problems from escalating into those of a more serious nature.

SAP helps promote a safe school climate, identifies at-risk students, provides support services (individual and group) for students, helps enhance the home/school connection by strengthening parent involvement and communication, and provides strategies that emphasize the development of life and social skills.

Funding to develop this program was obtained through a Safe and Drug Free Schools Grant. These funds are being used primarily for training of SAP members, conducting parenting workshops, and purchasing materials/equipment needed to implement the program. SAP team members met to design the program and wrote a Student Assistance Program Handbook. An outcome of the SAP is an afterschool program for at-risk students identified through the SAP.

HAUT GAP MIDDLE SCHOOL

Mentoring
Mentoring is provided for students through a program sponsored by the City of Charleston.

Paired Reading
Paired Reading is designed to motivate weak readers. The process complements the Accelerated Reader Program by allowing students to advance through the program with the assistance of an adult co-reader - teacher assistants, parents, and volunteers.

Bridges Program
The Bridges Program provides activities for students who have

discipline problems or difficulty communicating with adult authority figures.

Peer Mediation
Peer Mediation serves to assist a student in dealing with conflict.

Seabreezes
Seabreezes is an integrated program to engage at-risk students through alternative activities in the arts. Students produce and present a play in May.

After-School Tutorial
This program addresses the need of low performing students.

Summer Enrichment Program
Students are served through enrichment activities.

Step-Up Program
This program is in the development stages. It is designed to accelerate students between grades 6 and 7 who have been retained or have the potential for retention. The program will serve to motivate students with emphasis on language arts, math and reading skills.

MORNINGSIDE MIDDLE

Communities In Schools
Communities in Schools is a comprehensive intervention program for 80 of Morningside's highest risk students. A combination of home visits, mentoring, classroom instruction, and social and medical agency involvement provides a holistic approach to addressing the needs of these students. The program has demonstrated statistically a high rate of success.

Teen Companion
The South Carolina Department of Social Services has entered into an agreement with MORNINGSIDE Middle School to provide services and education for students who are at high risk for early pregnancy. The program serves both boys and girls and provides whole family support. The school provides office space for two D.S.S. workers and supports the program as an integral part of the school's program.

Carnegie Foundation Lighthouse School
Morningside is preparing to enter its ninth year as a Carnegie Foundation Lighthouse School (AKA. Middle Grades School State Policy Initiative). Lighthouse schools in South Carolina have been at the forefront of middle years education reform in our state. Based on the research conducted by the foundation and its report entitled Turning Points: Preparing American Youth for the 21st Century, this nationally recognized school reform movement addresses the particular needs of pre and early adolescent children.

The Village Project
The South Carolina Department of Mental Health has entered into an agreement with Morningside Middle School to provide mental health services for children at our school. Counseling and psychiatric services are provided for students in need. Additionally the mental health worker assigned to the school is coordinating a school wide mental health program aimed at reducing violence and peer abuse. The school provides office space and support for one mental health counselor. Students are referred through teachers, guidance counselors and parents.

Morningside Sixth Grade Project
This initiative is founded on the belief that a good start in the sixth grade can make a major difference in the incidence of success through the middle school years. This concept has evolved from our successful Morningside Accelerated Program The Sixth Grade Project is designed to serve repeating and expelled sixth grade students in comprehensive counseling, service agency and academically focused program that will provide benefits for the entire grade level. It is the philosophy of the program that naturally occurs during the transition period from elementary to middle school by segregating and intensely serving the repeaters and returning expellees. These high risk students will have the opportunity to accelerate through the middle school program once they have demonstrated success. It is believed that the school will be able to reduce its number of expulsions due to recidivism.

DAODAS Outreach Program
The South Carolina Department of Alcohol and Other Drug Abuse Services, Office of Community Prevention Services provides group services for children from families dealing with substance abuse issues. Students are served at school and are identified through teacher and guidance referrals.

Attendance Supervisor
Morningside Middle School, through its schoolwide Title I program, is procuring the services of a full time attendance supervisor for the 1998-99 school year. This individual will be responsible for making contact with parents of students who are absent, conducting truancy interventions, and making referrals for chronically truant students to the family court. Agency referrals and parent education will also be an integral part of the job description.

Gang Resistance Education and Training
North Charleston Police Department, through its School Resource Officer Program, offers regularly scheduled classes in Gang Resistance Education and Training. The program teaches students the skills necessary to avoid the negative behavior and associations affiliated with youth gangs.

Conflict Resolution and Peer Mediation
Conflict resolution and peer mediation are two programs offered through the guidance department to provide students an alternative to violence to solve interpersonal issues.

Mentoring
Mentoring is offered to students through several of the previously mentioned programs. Mentors assist students with academic and social issues depending on the individual child's need.

HIGH SCHOOLS

BAPTIST HILL HIGH SCHOOL

"Triple A" Program
Our Triple A program is an Accelerated Academic Assistance Lab. This program is designed for youth 16 years and older who are two or more years behind in grade and are at-risk for dropping out of school. The program operates under the umbrella of the State's Adult Ed Program as an Adult Ed. Learning Lab. Equipped with an Adult Ed Lab Instructor, a teacher assistant and Computer Assisted Instruction, students accelerate themselves toward a high school diploma or its equivalency GED. Students may also earn credit through a satisfactory score on an approved standardized subject-matter examination and/or occupational training and experience.

After School Math Lab
The math lab is designed to meet the needs of those students who have not met the standards on the Exit Exam. The students receive 2 hours of additional instruction, practice, and drill once a week for 24 weeks.

BURKE HIGH SCHOOL

Ninth Grade Academy
A modified school-within-a-school program designed to create an atmosphere developing high school students. The curriculum is

designed to enhance basic skills in that all students are enrolled in two English Language Arts classes and two math classes.

Higher Learning Program
The Burke Higher Learning Program serves students, grades 9-12, who are two or more years overage and who have dropped out or are in danger of dropping out of school. Students attend classes from 9:00 a.m. - 1:30 p.m., five days per week, taking two subjects of two hours each. Each class is a mini-lab using a self-paced, competency-based curriculum of 120 hours. This format allows students to progress as mastery is achieved at the 80% level. Students, therefore, may need more or less than 120 hours to complete a course. Emphasis is placed on student responsibility for learning. If mastery is not achieved on a lesson, it is repeated until mastered at the required level. Only then may a student proceed to the next lesson. Approximately 100 students participate in this program at Burke High School.

Extended High School
The Extended High School program is operated by the Department of Adult and Community Education, Office of Community Education. The goal is to help students achieve on-time graduation by offering high school credit courses after regular school hours. During 1998, the first semester of operation, seven full-credit and seven half-credit courses were offered. A total of 55 students participated at three high schools - St. Andrews, James Island and Wando.

Young Adult Education Program
The Young Adult Education Program is operated by the Department of Adult and Community Education, Office of Adult Education. Students, ages 16 -19, receive high school credit in adult education classes especially designed to meet their needs. Initially, the Test of Adult Basic Education identities reading and math skill levels for each student. Students scoring below 7.0 in either area are assigned to basic skills labs for one or more semesters to upgrade skills. Approval to enroll in high school credit courses is contingent upon performance in the skills labs. The Young Adult Education Program is offered at St. Andrews, North Charleston and Wando High Schools. Self-paced labs with competency-based course curricula are used at St. Andrews and Wando. A structured, traditional classroom setting is available at North Charleston. Successful student performance is more likely when the student is placed in the learning environment best suited to his/her needs.

GARRETT ACADEMY OF TECHNOLOGY

Academic Assistance
After school assistance is offered on Tuesdays and Thursdays for one hour each day in the subject areas of English, math, science, and social studies. Additionally, students in cosmetology and electronics may seek extra help during this time period. This program is staffed by Garrett's regular faculty. Participating students are required to bring materials and assignments to these voluntary tutoring sessions. After each session, bus transportation to various points in the community is provided for participating students.

CCC/SKILLS BANK
In order to assist seniors who have not passed one or more sections of the EXIT EXAM, two software programs, CCC and Skills Bank, have been made available to seniors. Seniors were scheduled into an after school computer lab to use the CCC program, targeting specific deficiencies. The Skills Bank was made available to students through the computer lab, media center and classroom computers.

During the FY 1997-98, the use of these two programs has been directed toward the Senior class. In the future, the use of these two programs will be directed toward students in grades 9 through 12 who have failed one or more sub tests of the EXIT.

NORTH CHARLESTON HIGH SCHOOL

Adopt A Student
Each certified employee is required to adopt a student and be their mentor and counselor.

Peer Mediation
A guidance program that trains and uses students to resolve problems for other students

Peer Mediation Saturday School
A trained employee conducts conflict resolution 4-5 hours on Saturday with students involved in a fight or argument resulting in a school disruption.

Guidance Conference

Conflict Resolution

In School Suspension
Full day time out for behavior modification. Student is assigned a predetermined packet to address the inappropriate behavior.

High School - 8 Program
At risk middle school students are placed in this program. They are assigned to two of our coaches to work on the following:

a. **Connecting them to our school (extra curricular activity)**
b. **Self esteem**
c. **Academic success**
d. **Making school enjoyable**
e. **Caring for students**

We give these students an opportunity to catch up to grade level by assigning them a combination of 8th and 9th grade courses.

Student Concern Specialists
Day-to-day counseling

Academic Saturday School
Students are assigned for excessive absences. Teachers assign make-up work that must be completed to receive credit for attendance.

Discipline Saturday School
One half-day work detail on campus is assigned for inappropriate behavior.

Study Skills (High School Prep Course)
One-half unit credit given and required of all incoming 9th graders. Teacher assigned 20-25 students and act as their mentors, teachers, and parents at school.

Shared Responsibility
Parent may come to school with their child for a full day in lieu of suspension.

After School Work Detail
One hour detention monitored by a certified teacher. The assignment is a one hour work detail (campus clean-up).

AAA T-Shirts
Incentive for all students: 1. Attitude = No office referrals for the quarter. 2. Academic = Passes all courses for the quarter. 3. Attendance = Miss 1 or less days per quarter.

Blue and Gold Card Program
Students receive blue or gold cards for high academic achievement. Blue cards are given to students who earn all A's or B's with no C's. Gold cards are given for A's. The privileges for both cards follow: (a) Front of the lunch line (b) Automatic pass to the library (c) Free admission to home sporting events. In addition, the gold card recipients get a free PSAT or SAT test.

Integrated Science
Integrated Science is for students who have identified learning problems. Most students in this course are in resource classes. The course is taught using a general science text and two teachers. One teacher is a Science teacher and the other a Resource teacher. We try to participate in a lot of hands-on lab work.

Inclusion
Special Education students mainstreamed allowing academic and special education teacher to team teach.

Alternative Scheduling
Offer students a curriculum that better meets their needs and reduces teacher-student ratios in the core curriculum areas.

Post Card/Positive Phone Calls
Each teacher does nine positive parent contacts per quarter by phone or mail.

Big Brother/Big Sister
Mentoring Students.

Student of the Week
Recognize improvement by all students.

ALTERNATIVES SCHOOLS

THE ALTERNATIVE SCHOOL

The Alternative School supports the intent of the Charleston County School District to provide students with a quality educational program which encourages acquisition, exchange, and the application of knowledge and ideas. This intent can only be achieved in an environment which promotes cooperation and is free from disruptions which interfere with the educational process. Aware of the rights of students under state and federal law, all students are expected to conduct themselves in an appropriate manner and contribute in a positive way to the school environment. Recognizing that there are those who act out and cause disruptions, it is the District's desire that intervention strategies be employed prior to disciplinary incidents becoming extremely serious, thereby causing expulsion to become the only alternative.

The Alternative School will offer an alternative education for students in grades 6 through 9 who are recommended for expulsion. Students will be enrolled in the school for a suggested period of time, determined by the Area Superintendent and the Principal.

The attainment of educational objectives encourages independent action; however, any group endeavor moves most readily toward its goals when there is reasoned and appropriate behavior on the part of all participants. Effective discipline assists an individual to progress from the need for external controls to the self-discipline of the mature adult. With these concepts in mind, the Alternative Education Program attempts to set consistent, reasonable limits to behavior in line with student and group needs and with appropriate expectations of student and group behavior.

The role of Alternative School is to provide 6th, 7th, 8th, and 9th grade students who experience specified disciplinary problems with an exceptionally highly structured, strictly-controlled atmosphere for learning. The program is not designed to be used as a substitute for routine disciplinary action.

Students will receive instruction in the four core areas:

English/Language Arts
Mathematics
Science
Social Studies

Based on the intake assessment, students will be remediated as needed. The student will take area exams as well as any other

required CCSD testing while enrolled in the program. The program is designed to improve the student behavior and academic performance and assist the student in preparation for return to the regular school program or placement in some other suitable program.

Objectives:

To improve the learning environment of the home school by offering an alternative placement for disruptive students.

To provide an alternative to expulsion for students as they remain in a district-wide program under exceptionally close supervision while continuing their education.

To improve personal and social behavior through behavior modification counseling; including individual, group, parent and family counseling.

To promote positive changes in students' attitudes and behavior regarding school, and society in general, in preparation for their return to a recommended educational program.

CHARLESTON DISCIPLINE SCHOOL

The Charleston Discipline School is a highly-structured paramilitary educational environment which provides a unique curriculum for eligible expelled students in grades 6 through 10. Emphasis is placed on character development and promoting parent participation. The goal of the Charleston Discipline School is to return each student who has demonstrated measurable improvement in behavior, attitude, academic performance, and work performance to his/her "home" school.

All inductees are required to participate in a 2-week Boot Camp where they begin the intense program of developing a renewed understanding of the importance of academics, respect for authority, and the importance of work. Self discipline is emphasized. Drill and ceremony is the rule of the day.

Upon successful completion of Boot Camp, each recruit graduates to the rank of "candidate." At this level, candidates participate in a half-day instructional program of Language Arts, Science, Math and Social Studies. The other half of the day is devoted to participation

in Work Program. In this domain, candidates perform weekly and daily tasks from cleaning floors, windows, bathrooms, and buses to outdoor and off-campus projects, such as building projects and community involvement.

Of particular importance is our landscaping business, Lighthouse Landscaping. At the Discipline School, we grow plants and vegetables for marketing. With the construction of a greenhouse, and another being built next year, our students are learning plant care, soil treatment, horticultural development, customer relations, and salesmanship. Candidates take tremendous pride in our business while learning the value of a good hard day's work and the reward it brings.

Students remain at the Discipline School for 90 days. Some do not make it through this "tough love" program, but most do appreciate the opportunity for a second chance at an education. We fully believe that our kids at this school are the MOST SUCCESSFUL students in Charleston County because they come from the very lowest segment of our student population. Upon graduation, each has triumphed individually and professionally.

CLARK CORPORATE ACADEMY

Clark Corporate Academy is a high school dropout program. It was formed as a working partnership between Communities in Schools, the Charleston County School District, Trident United Way, businesses and local and state agencies. The Clark Academy approach is based on the premise that "out of school" problems often affect "in school" performance. The program focuses on the specific individualized needs of students. Accordingly, Clark Academy brings existing community resources into the school where they can do the most good. In Charleston, this cooperative effort has produced an "alternative high school" for those students who are at the greatest risk of dropping out. The Academy serves 130 middle and high school students from throughout Charleston County.

FLORENCE CRITTENTON

Florence Crittenton is very active in offering two alternative dropout prevention programs for pregnant student. They are the Residential Program and the Day Program. Florence Crittenton Day Program is a part of the Charleston County School District. It serves middle and high school students. Both programs offer basic academics (i.e. math, science, social studies, and business) and are taught by certified teachers. P.E., driver's ed., and foreign language are not taught. There is a health education focus especially in the areas of pregnancy, parenting, and sexuality. Most students enrolled in Florence Crittenton have a more positive experience than when they were enrolled in their home school.

In both programs, students leave as soon as the baby is born.

Florence Crittenton assists them in obtaining homebound instruction for two weeks with a normal delivery and six weeks for a cesarean delivery. There is a six months follow-up after students leave the program. Both programs offer standardized tests that the students may need.

DISTRICTWIDE PROGRAMS

CURRICULUM AND INSTRUCTION

Tuition Summer School
The Charleston County School District conducts a self-supporting tuition summer school program each summer to provide students with an opportunity for remediation, acceleration, and enrichment. Elementary and middle school students may enroll in one or two courses. High school students may enroll in only one course or two 1/2 unit courses. Elementary and middle school fees are $75 for one course and $150 for two courses. High school fees are $150 for one unit and $75 for half a unit. Driver's Education courses are $125. Students must bring a summer school referral form signed by the principal to register. Courses offered are taught if there is sufficient enrollment. Students may attend summer school at any location in the county regardless of the constituent district in which they reside. Transportation to summer school is provided by the School District only for Lincoln High School students going to Wando High School and for Baptist Hill High School students going to Middleton High School. It is the parent's responsibility to provide transportation for all other students to and from school.

PUPIL PERSONNEL SERVICES

"Back In Control" Parenting
"Back In Control" parenting emphasizes changing students' behaviors by changing the behavior of their parents. Parents are trained in group settings to use an authoritative style of parenting in everyday life. The children are a part of the training, thus there are no surprises to the parents responses.

Homeless Students/Stewart B. McKinney Act
A competitive grant, awarded through the State Department of Education, CCSD services to homeless students include homework centers and tutorial programs in five area shelters. Outreach services are also provided to schools within the district. During the 1996-97 school year 576 students in 45 schools received services such as the provision of school uniforms and sometimes basic supplies, summer school tuition, transportation. The focus of the grant is to help schools identify homeless children and available services through the district and community, to maintain an ADA percentage that exceeds the SDE minimum standard of 95.4% and to increase academic skills.

SPECIALLY FUNDED PROGRAMS DEPARTMENT

Summer Enhancement Program
The Summer Enhancement Program is a six-week program for at-risk students in kindergarten through grade five that focuses on teaching reading and mathematics through science. The purpose of this program is to improve and/or maintain student achievement gains made during the regular school year. In 1997 a total of 1,600 students were served at Blaney, Minnie Hughes, Ron McNair, St. James-Santee, Mitchell, Murray LaSaine, Chicora, Ladson, Midland Park, Hursey, Oakland, James-Simons, Fraser, Ellington, Angel Oak and Frierson.

Reading Recovery
The Reading Recovery Program is a first grade reading instructional program designed to reduce reading failure. The lowest 20% of the first graders in each school with a Reading Recovery Program qualify for the services provided by a specially trained Reading Recovery teacher. The teacher works with each individual student for thirty minutes a day using techniques that help the student develop and apply reading strategies independently. Approximately 624 students will be served in Charleston County School District during the 1998-98 school year at the following 25 schools: Angel Oak, Belle Hall, Burns, Chicora, Corcoran, Dunston, Ellington, Mary Ford, Fraser, Goodwin, Harbor View, Hursey, Lambs, Ron McNair, Midland Park, Memminger, Minnie Hughes, Mitchell, Mt. Zion, North Charleston Elementary, Pepperhill, James Simons, Stono Park, St. James-Santee, and Whitesides.

Title I Schoolwide Projects
If a Title I school is located in an attendance zone where at least 75% of the children receive free/reduced lunch (to be 60% in 1998-99), that school is eligible to become a schoolwide project school. Schoolwide project schools are released from many of the traditional Title I regulations so that they may totally restructure the school to better meet the needs of all the children. After a through needs assessment, eligible schools planning to "go schoolwide" plan extensively how to use all of their resources, including Title I funds; therefore, no two schoolwide project schools are exactly alike. However, some characteristics shared by many schools include: all of them have intensive staff development plans to help them accomplish curricular changes, organizational changes allowing for children to be served in smaller groups for part of their reading and/or math instruction, daily service in reading and math in a computer lab, extended-day kindergarten, an after-school program for the lowest achieving children, special reading incentive programs, and an increased program of involvement for parents.

In 1997-98 approximately 15,000 students are served in the

following 30 Title I schoolwide project schools: Blaney, Chicora, Dunston, Jane Edwards, Mary Ford, Fraser, Frierson, Minnie Hughes, Ron McNair, Memminger, Mitchell, Sanders-Clyde, St. James-Santee, Angel Oak, Baptist Hill, Brentwood, Burns, Ellington, Haut Gap, Hursey, Lincoln, McClellanville, Midland Park, Mt. Zion, Morningside, North Charleston Elem., Rivers, Schroder, James Simons, Stono Park.

Early Success
Early Success is an early intervention program for first and second graders that is based on the belief that all children can learn to read and write. The program was developed to provide teachers with books and teaching strategies that give support and practice to reluctant readers. Teachers instruct students in small groups (up to seven students) daily for thirty minutes for 30 weeks. The lesson components include: Rereading for Fluency, Running Records, Book of the Week, Working with Words, Writing Sentences, and Home/School Partnership.

The 4-Block Literacy Model
The 4-Block Literacy Model is a framework of four major approaches (phonics, basal, literature, and language experience/writing) to teach reading in grades K-8. The 4 instructional blocks are: Working with Words (phonics), Guided Reading (basal), Self-Selected Reading (literature), and Writing (language experience). Reading is taught in a multi-faceted approach in four blocks of 30-40 minutes each, beginning with teacher-directed instruction (modeling), followed by students engaging in hands-on activities/reading, and ending with a group activity.

Preschool Clubs
Preschool Clubs are monthly meetings with parents held at elementary schools to share ideas and concerns with other parents of children from birth to five years of age. Sessions include group discussions, special activities for parent and child, and guest speakers. Toy and book lending libraries are available at each site to check-out for home use.

Half-Day Child Development
The Educational Improvement Act provides State funding for at-risk four-year-olds in a half-day program format. The goal of the Child Development Program is to provide a developmentally validated curriculum which exercises and challenges the learning potential of the total child. Child development teachers and teacher assistants are trained in the Cognitively Oriented Preschool Curriculum. The identified eight key experience areas form the framework for this curriculum which focuses on literacy development in an active learning environment. In an organized classroom where children are able to learn to become responsible for their own behavior and to begin to solve problems, the daily schedule provides a consistent routine that supports active learning.

Twenty students per class are served in all classes. Forty-seven half-day classes serve a total of 940 students in the following twenty-eight elementary schools: Whitesides, Belle Hall, Jennie Moore, James B. Edwards, Harbor View, Stiles Point, Murray-LaSaine, Ron McNair, Chicora, Burns, Lambs, Ladson, Midland Park, North Charleston, Hursey, Goodwin, Dunston, Hunley Park, Corcoran, Mary Ford, Pepperhill, Angel Oak, St. Andrews, Stono Park, Oakland, Springfield, Memminger, Fraser. The following nine schools provide full-day classes through a combination of funds for another 200 four-year-old students: St. James-Santee, Garrett Academy, Frierson, Mt. Zion, Blaney, Jane Edwards, Ellington, and Minnie Hughes.

Full-Day Kindergarten

The full-day kindergarten program has been provided in Title I schools since 199 through the use of Title I funds. Title I funds have been used to extend the kindergarten day beyond the basic half-day program hours funded through the Educational Finance Act. During the past two years the State Department of Education has provided limited funding for full-day programs. Some State funds have therefore begun to replace a small portion of Title I funds in eligible schools. Beginning with the 1998-99 school year, all full-day programs will be state funded. In addition, ACT 135 funds are used to reduce class size from thirty to one to an average of twenty-two students to one. The full-day kindergarten program is designed to provide additional time for at-risk students to develop literacy skills and problem solving skills. The curriculum is designed with the content areas integrated in a language and print rich environment. All Title I kindergarten classrooms have at least two computers and a literacy-based computer program, a collection of big books for shared reading experiences, a classroom library, and science and math manipulatives.

SAFE AND ORDERLY SCHOOLS OFFICE

"Charleston County Resolution Connection" Peer Mediation Program

This program is based on the belief that a peaceful school is brought about step by step is "peace by peace." Each dispute which is resolved through communication, negotiation and mutual respect is another building block upon which a strong school and a successful student body can be built.

Elementary, middle, and high school students are trained in conflict resolution skills as peer mediators. These students are responsible for guiding students involved in a conflict through the process of negotiating their differences and resolving their disagreement. Empowering students by teaching them peaceful methods of resolving differences is one alternative which has proven successful

across the country. The result of alternative dispute resolution technique is a more positive self-concept, improved problem solving skills and safer schools and communities.

Schools report that peer mediation is not a stand alone violence prevention strategy, but when used in conjunction with other strategies, smaller conflicts do not have a chance to erupt into a violent act which is often the result of an unresolved conflict surrounding a rumor, property issues or a verbal assault.

Conflict Resolution
Unresolved conflicts such as name calling, rumors, fighting, property loss and damage can lead to violent acts of assault, homicide, child abuse, and domestic violence. All of these acts of violence have become commonplace in the daily lives of many Americans.

Schools mirror society, and new strategies of win-win approaches rather than traditional approaches of suspension and expulsion to deal with school violence are being used in our schools. One of the win-win approaches is known as conflict resolution, a program which emphasizes a non-violent problem solving approach to resolve conflicts. An effective conflict resolution strategy is peer mediation. Students are trained in communication and mediation skills. Conflicts such as threats, rumors, property loss, damage and fighting can be resolved through the use of a trained student mediator. The process is voluntary and confidential.

Ninety percent of Charleston County School District schools that submitted discipline plans listed peer mediation as an effective discipline strategy. Peer mediation has been implemented in sixty-seven (67) of Charleston County Schools.

Peer Mediation Schools

Academic Magnet High School
Ellington Elementary
Angel Oak Elementary
Fraser Elementary
Archer Alternative
Frierson Elementary
Baptist Hill High School
Ft. Johnson Middle
Belle Hall Elementary
Garrett Academy of Technology
Birney Middle
Goodwin Elementary
Blaney Elementary
Harbor View Elementary
Brentwood Middle

Haut Gap Middle
Buist Academy
Hunley Park Elementary
Burke High School
James B. Edwards Elementary
Burns Elementary
James Island High
Charleston County School of the Arts
James Island Middle
Chicora Elementary
James Simons Elementary
Clark Corporate Academy
Jane Edwards Elementary
Corcoran Elementary
Jennie Moore Elementary
Courtenay Middle
Ladson Elementary
Drayton Hall Middle
Laing Middle
Dunston Elementary
Lambs Elementary
Lincoln High School
Pepperhill Elementary
McNair Elementary
Rivers Middle
Memminger Elementary
Sanders-Clyde Elementary
Midland Park Elementary
Schroder Middle
Middleton High
Springfield Elementary
Minnie Hughes Elementary
St. Andrews Elementary
Mitchell Elementary
St. Andrews High
Morningside Middle
St. James-Santee Elementary
Moultrie Middle
St. John's High
Mt. Pleasant Academy
Stall High
Mt. Zion Elementary
Stono Park Elementary
Murray-LaSaine Elementary
Sullivan's Island Elementary
North Charleston Elementary
Toole Middle
Orange Grove Elementary
Whitesides Elementary
Oakland Elementary

Project LOVE
Project LOVE (Lifting Our Voices for Education), is a parent-child choir designed for more interaction between parents, grandparents, and their children. The program includes rehearsals, concerts, and parenting skills workshops. This project began in June 1994 and consists of a varied number of parents and children (ideally 20 each). Project LOVE is a musical program which has gone a long way towards reaching its goals to enhance individual's self-esteem; creating more positive attitudes; improving communication between parents, teachers and children; increasing community involvement; and more cultural awareness.
Project LOVE receives support from local fund raisers and donations by various businesses.

The Drug Free Schools and Communities Act Grant, as well as money earned by projects, such as car washes, help fund monthly weekend field trips to local business and recreational sites. Dads may earn their "Ph.D.'s" (complete with T-shirt) by attending four events. Participation has been steady and strong.

Gun Stoppers
Gun Stoppers is a weapons prevention program that provides anonymity when reporting suspicious activities to school officials. Recent literature suggests one of the most effective means of detecting guns on campus is receiving anonymous tips from students.

When a student carries a gun to school, someone usually knows. Students carry guns for variety of reasons. Some do it for attention or a perceived need for protection. Many students keep quiet because of peer pressure, fear of retaliation or identification by administrators or other adults. The key to solving the problem of guns on campuses lies in breaking the Code of Silence.

Teen Institute Charleston Style
Teen Institute develops leadership skills in high school students. During the summer, teams from high schools statewide attend a one-week session of drugs and violence prevention hosted by two state colleges. Each school creates an action plan, and the students are responsible for their school plan.

The Drug Free Schools and Communities Act Grant funded the training materials, lunch, and DJ for the dance.

Teen Institute Charleston Style, a one-day event hosted by Lincoln High School, has seventy-five (75) to one hundred (100) students.

Other schools that participate:
Middleton High School
Lincoln High School
Septima Clark Corporate Academy